

# School Handbook

*December 2017*

# St Paul's RC Academy



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## Section 1: Welcome and Vision

As Head Teacher it gives me great pleasure to welcome you to St Paul's RC Academy. We are very proud of our academic success and many achievements, as well as the high standard of Pastoral Care we provide to our pupils.

We encourage and support every pupil to achieve their personal best in all that they do and we set no limits on the ambitions of our young people. We expect the highest standards from our young people in all aspects of school life, in their attitude to learning, their personal conduct and in their appearance.

The aim of Catholic Education is to educate a child for life, developing their talents in the fullest possible way, thereby transforming their life for the better. The Gospel Values are embedded throughout our practice and the best prospectus for our school can be found in the interactions of our pupils, our staff and our parents.

We aim to create a learning culture where our pupils feel safe, happy and valued, as they develop into young people who are confident in their own ability, have high aspirations, and contribute effectively to the school and the wider community.

This Handbook provides information about our school for parents whose children will be making the transfer from primary school, or from other secondary schools. Our Primary Transition work starts in September and continues to the Induction Days in June. This process allows pupils from our associated primary schools to get to know our staff and the layout of the building and meet other young people from across our catchment area.

For those who are transferring at other stages there will be more individualised arrangements. This usually involves a pre-enrolment

## Section 1: Welcome and Vision

meeting with the appropriate Year Head and includes a tour of the school and introduction to some staff and future classmates.

However, a handbook cannot replace personal contact; that is still the most important form of communication, so if you would like more information or wish to visit the school, then please do not hesitate to contact the office and appropriate arrangements will be made.

We are very proud of our school community, and when you take the opportunity to come and meet us, we are confident you will see why.

Finally, I hope this handbook provides information that you will find helpful as your child moves into the school and I look forward to meeting you as new members of our school community.

Mrs Teresa Little

Head Teacher



## Section 2: School Ethos

### **Our vision of excellence 2013-2018**

We at St Paul's RC Academy support pupils, parents/carers and staff to aim for excellence and 'to be ambitious for the higher gifts'.

### **Learning and Teaching**

- We create a learning culture of the highest aspirations and motivation where all young people are engaged and challenged to achieve their full potential.
- In every classroom, dynamic, varied teaching and learning allows pupils to become successful learners, confident Individuals, responsible citizens and effective contributors to society.
- In every classroom our learners experience active and collaborative learning, are given responsibility for their own learning and opportunities to co-operate with others in that learning.
- Our learning experiences are meaningful to the digital generation.
- We work with parents/carers to maximise each learner's potential through Home Learning activities.

### **Ethos**

- As a community of St Paul's, we are proud to work and learn together in a safe, secure and happy environment in which all our young people will thrive.
- Our Catholic Values permeate every aspect of our school life.
- As a community we reach out in charity, in compassion and in respect to others at a local, national and international level.
- As a community we create and nurture positive relationships founded on the highest aspirations and expectations of success.
- The voice of our young people is central to the ongoing improvement of our school and crucial to its continued success

## Section 2: School Ethos

### **Personal Support**

- We nurture individuality and uniqueness in all members of the St Paul's community.
- We develop high quality partnerships to enable our curriculum to offer the widest possible range of academic and vocational courses to ensure all our Young People are given even opportunities to maximise their potential.
- As part of our young people's learning journey through St Paul's our learners are offered an informed range of choices, a wide range of courses and pathways to achievement which will recognise the gifts of all our young people while also supporting their needs.
- As a community we value and respect each as unique individuals. We encourage and support all young people to achieve their academic, social and spiritual potential.
- We work with home and partner agencies to support young people and their families and to break down barriers to success.

### **Assessment, Attainment and Achievement**

- The staff at St Paul's will ensure that pupils are supported in their learning journey by giving them a clear picture of what they should learn and criteria for success in every lesson.
- Staff work together to ensure that learners are fully engaged by providing assessment opportunities which are flexible through teacher, self and peer assessment, across all subjects.
- Staff regularly provide the highest quality feedback to our young people to give them a clear understanding of their strengths and development needs.
- Staff will negotiate and work with all our young people to set achievable, realistic yet aspirational targets.

## Section 2: School Ethos

### **Professionalism and Professional Development**

- We are committed to self-evaluation to identify ways that we can improve our professional skills and knowledge through Career Long Professional Learning to the benefit of our young people.
- We share good practice through classroom observation, improvement groups and professional dialogue both within our school and with our authority colleagues.
- Our staff collaborate with improvements to our school and act as leaders of further improvement.
- We as the community of St Paul's are loyal and positive ambassadors for our school

### **Working with Partners**

- To develop high quality partnerships to offer the widest range of courses to enhance learning and teaching.
- We value effective partnerships with parents/carers, local community and local parishes to develop the whole person and to allow each person to achieve their full potential.

## Section 3: School Information

**School Address:** ..... St Paul's RC Academy  
90 Gilburn Road, DUNDEE, DD3 0EH

**Telephone:** ..... 01382 307701

**Fax:** ..... 01382 307705

**Email Address:** ..... st-pauls@dundeecity.gov.uk

**Website:** ..... <http://st-pauls.ea.dundeecity.sch.uk>

### Senior Management Team

**Head Teacher:** ..... Mrs Teresa Little

**Depute Head Teacher:** ..... Clare McCready  
Fiona McCarthy  
Rosaleen Sharkey  
Kirsty Small (acting)

**Business Manager:** ..... Fiona Gilroy

**School Status:** ..... Denominational S1-S6

**School Roll:** ..... 806

**School Hours:** ..... Mon-Wed: 08.45 - 15.40  
Thurs/Fri: 08.45 - 14.30

**Parent Council Contact Info:** ..... Chair: Martin MacGregor  
[stpauls@dundeeparentcouncil.org](mailto:stpauls@dundeeparentcouncil.org)

**School Chaplain:** ..... Monsignor Ken McCaffrey

## Section 3: School Information

### Office Hours

The school office is open from 8:30 to 16:00. Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Each pupil will be allocated to one of the five houses where their Registration Teacher, Guidance Teacher and House Head will work to form a very close team which will allow these staff to support the young people on a day to day basis. Guidance teachers or House Heads will usually be the main point of contact for parents or pupils if they have any concerns.

### House Groups

The House Groups are as follows:

#### St Andrew's

House Head: Mrs Care McCready  
Guidance Team: Mr Finbarr McCarthy

#### St Columba's

House Head: Mrs Kirsty Small  
Guidance Team: Mrs Sandra Ansquer

#### St Margaret's

House Head: Mrs Fiona McCarthy  
Guidance Team: Miss Bernie Flynn

#### St Ninian's

House Head: Mrs Fiona McCarthy  
Guidance Team: Mr Tommy Reilly

#### St Patrick's

House Head: Miss Rosaleen Sharkey  
Guidance Team: Miss Leigh Selvey

# Section 4: School Policies & Practical Information

## School Terms and Holidays

### AUTUMN TERM

Monday 13 August 2018 - IN SERVICE DAY (Staff resume)

Tuesday 14 August 2018 - Term starts (Pupils resume)

Friday 5 October 2018 - Term ends

### AUTUMN HOLIDAY

Monday 8 October 2018 - Holiday starts

Friday 19 October 2018 - Holiday ends

### WINTER TERM

Monday 22 October 2018 - Term starts

Thursday 15 November 2018 - IN SERVICE DAY

Friday 16 November 2018 - IN SERVICE DAY

Friday 21 December 2018 - Term ends

### CHRISTMAS HOLIDAY

Monday 24 December 2018 - Holiday starts

Friday 4 January 2019 - Holiday ends

### SPRING TERM

Monday 7 January 2019 - All resume

Friday 15 - Monday 18 February 2019 - Mid term

Tuesday 19 February 2019 - IN SERVICE DAY

Friday 29 March 2019 - Term ends

### SPRING HOLIDAY

Monday 1 April 2019 - Holiday starts

Friday 12 April 2019 - Holiday ends

### SUMMER TERM

Monday 15 April 2019 - Term starts

Monday 6 May 2019 - May Day (schools closed)

Thursday 23 May 2019 - IN SERVICE DAY

Monday 27 May 2019 - Victoria Day (schools closed)

Friday 28 June 2019 - Term ends

## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

School Uniform	
Black school trousers or black school skirt White shirt V-neck sweatshirt with St Paul's logo or a plain black jumper/cardigan School tie Black school shoes Senior pupils (S5/6) must wear the St Paul's School Blazer and senior tie.	
Physical Education	
<b>Boys:</b> Black T-Shirt with Green and White piping Black shorts Black football socks Swimming trunks Swimming cap Towel Indoor and outdoor training shoes Tracksuits are recommended in cold weather	<b>Girls:</b> Black T-Shirt with Green and White piping Black shorts One piece swimming costume Swimming cap Towel Indoor and outdoor training shoes Tracksuits are recommended in cold weather

School ties can be purchased direct from the school. Pupils are asked to wear a black jacket/coat to school. Pupils may be asked to remove items such as jacket or coat which does not comply with the above guidelines. Pupils should avoid wearing any clothing that includes a logo. We also discourage pupils from wearing high fashion items, jewellery or very short skirts. We trust that parents and pupils will use common sense in dressing appropriately for school and will follow this dress code.

## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

### School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school. The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Applications can be made online at:

<http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

## Section 4: School Policies & Practical Information

### School Meals

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Applications can be made online at <http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

### Qualifying income for Free School Meals

<http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

## Section 4: School Policies & Practical Information

### EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income.

**EMA is a weekly allowance of £30** payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

Applications can be made online at:

<https://www.dundee.gov.uk/education/ema>

### Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

## Section 4: School Policies & Practical Information

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

### **Leaving Dates**

#### **Summer Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### **Winter Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

### **Emergency School Closure Procedures**

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

## Section 4: School Policies & Practical Information

### Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from the school. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within 2 months) utilities account must be shown.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

## Section 4: School Policies & Practical Information

### **School Absence procedures**

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's **Attendance Initiative**

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## Section 4: School Policies & Practical Information

### **Appointments**

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

### **Accidents/Illness at School**

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

## Section 4: School Policies & Practical Information

### **Promoting Positive Behaviour**

In St Paul's RC Academy we strive to create an atmosphere which will enable teachers to teach effectively and young people to learn effectively.

To achieve this all pupils are expected to contribute by:

- showing respect to all
- working to the best of their ability
- being well prepared and on time for lessons so they can reach their potential

All teachers are expected to contribute by:

- showing respect to all
- being well prepared and on time for every lesson
- working to encourage young people so that they achieve their full potential

High expectations of pupils and staff should be evident in the ethos of the school and in the practice throughout St Paul's forging the highest standard of behaviour and relationships.

An acceptable code of conduct is used to clarify expectations and foster a mix of firmness, fairness and common sense.

Disruption which causes interruption to the learning and teaching of others will lead to the application of a range of sanctions.

## Section 4: School Policies & Practical Information

St Paul's Way, 'Our Rules for Effective Learning'

Below are our school rules for pupils in St Paul's

- Follow all staff instructions immediately
- Be on time and bring everything you need to class to be a successful learner
- Respect our school building and equipment
- Treat others with respect (no swearing, verbal abuse or physical contact)

This means that in St Paul's we expect that pupils will:

- Do what a teacher or other adult asks, the first time they ask
- Be prepared for class including bringing a PE kit
- Pay attention in class and work to the best of their ability
- Not encourage others to misbehave or keep them from working
- Not drop litter in or out of school and will put rubbish in a bin
- Only use a phone in class if asked by their teacher. Phones must be in school bags at all other times
- Attend all their classes and arrive on time
- Be polite to others at all times
- Not swear or use bad language, directly or indirectly
- Not bully others or use any form of physical violence
- Be well behaved when out of school including travelling to and from school
- Be a credit to our community in their behaviour, dress and attitude towards others

Pupils whose chose not to take a school lunch and bring their own food into school should try and make healthy choices. Hot meals purchased out of school may not be brought into or consumed in the school building. Food must be eaten in the snack bar, canteen or at the outside tables. All rubbish must be disposed of in the bins provided.

## Section 4: School Policies & Practical Information

Pupils are allowed to bring into school;

- Drinks in a container up to 750ml
- Individual packets of crisps etc
- Sandwiches or other similar items

Staff may challenge pupils where they do not follow these guidelines and ask them to dispose of food where it does not meet these guidelines. This means food or drinks will be put in a bin.

Pupils must not bring into school;

- Bottles of drinks bigger than 750ml
- Family size packets of crisps, “Pringles” or other snack foods
- Hot food purchased out with school
- Pupils are not permitted to leave the school premises at break time.

### **School Concerns and Complaints Procedures**

If you want to talk to your child’s teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils’ lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundeecity.gov.uk/department-publications/Education>

## Section 5: Parental Involvement

In St Paul's we are keen that parents are fully involved and supported in helping their children learn. Parents will receive regular information and updates regarding attendance, progress and behaviour in a variety of ways including text messages, twitter, school website as well as traditional reports, letters and newsletters.

As part of our involvement with parents St Paul's is fortunate to have an active Parent Council. St Paul's RC Academy Parent Council exists to support the school in its work with pupils and parents. It aims to represent the views of parents and promote contact and communication between the school, parents, pupils and the wider community. When parents are involved in their child's learning and in the life of the school, children do better.

St. Paul's Parent Council has committed itself to working with staff and pupils to review the work of the school and particularly on pathways on out of school learning including homework.

The Parent Council meets at least once a term and is keen to involve new parents and guardians/carers and would therefore encourage you to come along to the meetings and support the school and all of our children's education.

The current Office Bearers are:

Chairperson: Martin McGregor

Secretary: Claire Hosie

Treasurer: Fraser Christie

Should you wish to raise anything with the Parent Council, please contact the school or email

[st-pauls@dundeparentcouncil.org](mailto:st-pauls@dundeparentcouncil.org)

## Section 5: Parental Involvement

Information regarding Dundee City's Parental Involvement Strategy can be found on the Council Website. Parents may also find the following websites useful in providing information as to how they can help their own children and become involved in their learning. Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

### **Learning and Achievement Interviews**

Every pupil will have a 10 minute 1-1 interview with their Guidance Teacher at least once a year to which parents are invited. Further meetings are held with parents at choices time. Reports to parents will be provided to parents before choices are made to ensure parents and pupils have full information.

Information evenings are held, choice booklets issued, and time is allocated in PSE to discuss and support pupil choice, and staff are always available to support pupils and parents during subject choice.

In common with other schools we are required to record attainment in a systematic and user-friendly way, with the aims of:

informing and supporting:

- pupils;
- parents/carers;
- teachers;
- promoted staff;
- other staff when pupils move school, stage or class; and
- the authority through its Quality Assurance process

## Section 5: Parental Involvement

- maximising attainment through the identification of individuals or groups where learning can be supported through the targeted use of resources
- ensuring appropriate but challenging pace of learning for all pupils
- ensuring best practice in learning and teaching which takes account of prior learning, learning styles and the quality of teaching
- promoting effective self-evaluation at individual, class and whole-school level

A systematic tracking system enables staff to form a clear picture of the current attainment and future expectations of individual children, groups of children and of the school. It requires teachers to agree next steps in learning with individual pupils and to set targets for future improvement. It acts as a very effective tool in communicating a child's current level of attainment to parents throughout the year and when s(he) moves between schools.

### **Key Elements in tracking attainment**

- recognising achievement and commending the progress made to pupils and parents
- tracking individual pupil, class and whole school progress in attainment
- monitoring single child plans through the team around the child processes to ensure appropriate progress towards set targets
- ensuring focused discussion with pupils and parents of baseline and other assessment data
- analysing all relevant data to facilitate pupil course choice and target-setting in S3
- ensuring focused discussion with each class teacher regarding each individual pupil's progress in classwork

## Section 5: Parental Involvement

- ensuring full information about learning and how to support the child's learning is shared with parents regularly via phone calls, parents nights, learning and attainment meetings and other meetings as required

### **Tracking & Monitoring**

Key members of the school staff will contribute to, and make use of, the tracking system in improving attainment:

#### **Pupils**

Pupils will be accustomed to sharing learning intentions and success criteria, working towards clearly established goals and receiving feedback appropriate to their level of attainment as part of their classroom experience. It is entirely appropriate, in the wider aspect of their developing a responsibility for their own learning, to involve them in setting targets, to encourage and support them in working to achieve these targets, and to expect them to seek feedback in relation to their progress.

#### **Parents**

Parents trust that the tracking system provides quality information for parents on a regular basis. For instance, staff can highlight the achievement of high or improving levels of attainment but can also give early warning reports when performance is falling below expectations. The tracking system can also be used as an effective transition document when a child moves from one educational establishment to another. Parents should expect that we are monitoring their child's progress and will be able to provide them with an accurate and timeous response to any enquiries. We hope that parents will be involved in their child's learning reports and assessment is able to provide them with accurate evaluations of the child's stage in learning, issues or problems which the child is encountering, and clear statements of the school's expectations of the child.

## Section 5: Parental Involvement

### **School Staff and Roles**

SMT will use the information generated from tracking pupil attainment to set and monitor whole school targets, take an overview in monitoring the progress of groups of pupils, and monitor the progress of subject departments.

### **Guidance Teacher roles and responsibilities**

Guidance Teachers will use the information from pupil tracking to monitor the progress of groups of pupils, discuss targets across the curriculum with individual pupils, and, in the light of these discussions, ensure individual pupils have access to appropriate support and resources. In addition, Guidance Teachers will set meaningful long-term targets, and analyse and discuss progress, with individual pupils and parents, and use the information gained to evaluate and review learning and teaching strategies.

### **Principal Teacher roles and responsibilities**

PTs will manage target-setting for pupils within the subject department, monitor pupil progress, and use information from pupil tracking both to group pupils appropriately and evaluate learning and teaching strategies in the department. PT's will also contact home should any issues or particularly good progress require communication with parents.

### **Teacher roles and responsibilities**

Class Teachers will carry out the initial target-setting exercise ensuring targets are realistic and ambitious, discuss targets and progress with parents at Parent's Evenings, review targets informally but regularly with pupils.

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

Progress in learning is indicated through curriculum levels as detailed below.

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

## Section 6: The Curriculum

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.

In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as the new National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum.

These include skills for work; leadership and personal development.

More specific and individualised information about your child's learning can be obtained from the school.

## Section 6: The Curriculum

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

### **Religious Observance**

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.



# A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland**, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

## Section 6: The Curriculum

### **Assessment**

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, and their subject teachers.

### **Reporting to parents**

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate House Head or Guidance teacher.

## Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

## Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

## Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

### **Enquire - The Scottish Advice Service for Additional Support for Learning**

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)  
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

## Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

Our current school improvement plan for 2015-2018 continues to take forward the projects and targets that we started in 2015. The progress with improvements we have made over the past session are detailed in our Standards and Quality report. A copy of this can be made available on request and will be available on both the Dundee City website and our own website.

### **The four main projects in our improvement plan are:**

- **Learning and Teaching**
- **Ethos, Partnership Work and Personal Support**
- **Assessment, Attainment and Achievement**
- **Professionalism and Professional Development**

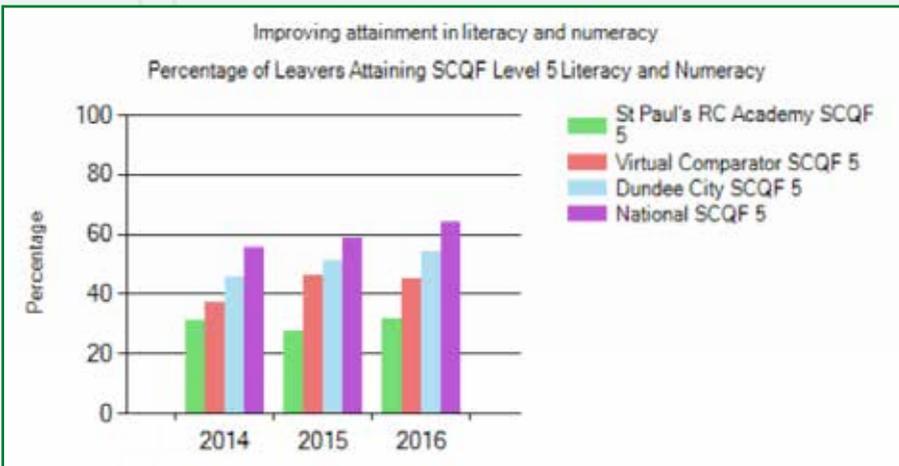
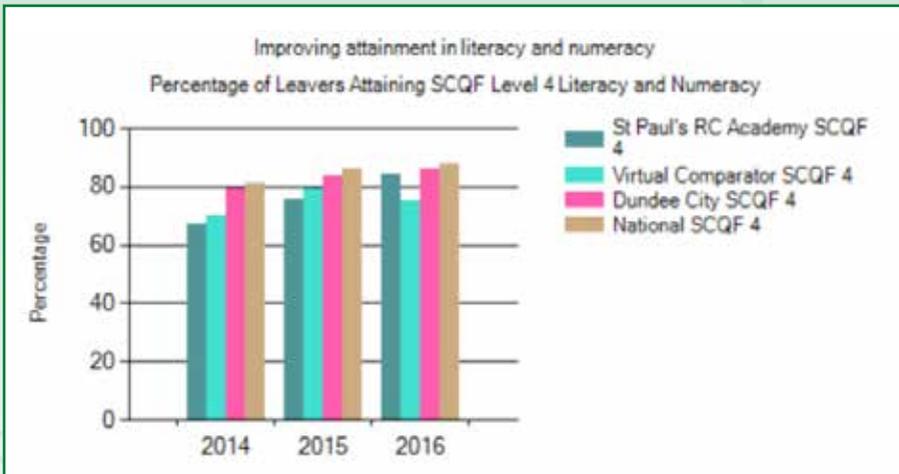
A new one year Improvement Plan will be produced in May 2018.

### **Our Scottish Attainment Challenge/PEF Priorities for Improvement:**

- Raise attainment for the targeted groups of pupils
- Make progress towards closing the gaps in numeracy
- Support pupils to achieve higher tariff scores
- Address equity by supporting pupils in SIMD 1 – 3
- Ensure access to opportunities for wider achievement for all pupils
- Ensure access to the full curriculum for all pupils
- Reduce exclusions
- Improve attendance
- Improve positive destination figures

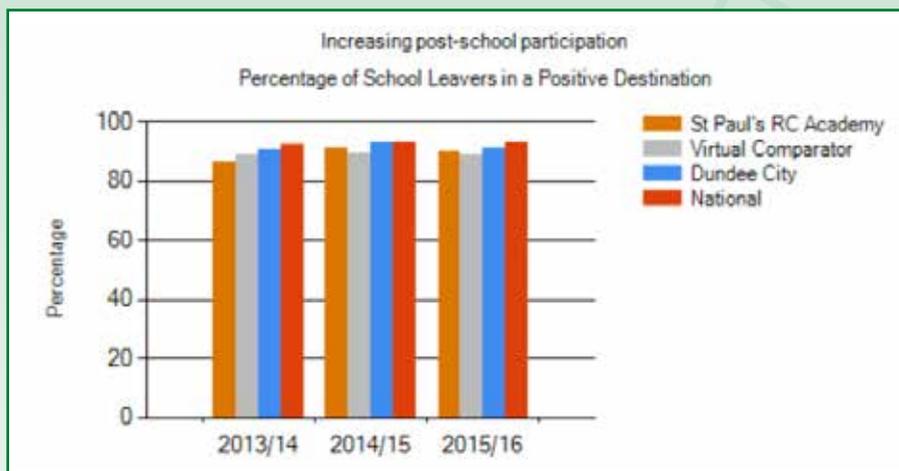
## Section 8: School Improvement

### National Benchmarking Measure: Literacy and Numeracy by SCQF Level



## Section 8: School Improvement

### National Benchmarking Measure: Leaver Initial Destinations



Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
St Paul's RC Academy	2013/14	86.50	163
Virtual Comparator	2013/14	88.77	1630
Dundee City	2013/14	90.92	1365
National	2013/14	92.52	51335
St Paul's RC Academy	2014/15	91.49	141
Virtual Comparator	2014/15	89.36	1410
Dundee City	2014/15	93.04	1294
National	2014/15	93.02	52433
St Paul's RC Academy	2015/16	90.23	174
Virtual Comparator	2015/16	88.85	1740
Dundee City	2015/16	91.50	1388
National	2015/16	93.33	52249

## Section 9: Extra Curricular Activities

St Paul's Academy offers a wide range of extra-curricular activities and opportunities to support study.

Various lunchtimes and evenings immediately after school are offered as study support by departments and many other sessions are available on request from subjects. Pupils should speak to their teacher if they would like extra help to agree a time for that support.

An example of extra-curricular activities on offer can be seen in the table below.

ALL YEAR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>LIBRARY</b>	Library Open: 1:40 to 2:00 pm Library Open until 4:15 pm	Library Open: 1:40 to 2:00 pm <b>HOMEWORK CLUB</b> (S1 - S1) 1.30 to 2:00 pm (Mrs Kelly) Library Open until 4:15 pm	Library Open: 1:40 to 2:00 Library Open until 4:15 pm	<b>HEALTH DROP IN:</b> 1:20 to 2:00 Technology Free Thursday (no computers or phones) Library Open until 3:30 pm	
<b>COMPUTING</b>	<b>CODE CLUB - Programming Computing 1</b> with Mr Christie (S1 & S2) Need to register with Mr Christie Interval and Lunchtime	<b>CODE CLUB - Programming Computing 1</b> with Mr Christie (S2 & S3) Need to register with Mr Christie Interval and Lunchtime	<b>CODE CLUB - Programming Computing 1</b> with Mr Christie (S1 & S2) Need to register with Mr Christie Interval and Lunchtime	<b>CODE CLUB - Programming Computing 1</b> with Mr Christie (S2 & S3) Need to register with Mr Christie Interval and Lunchtime	
<b>MUSIC</b>	<b>SCHOOL ORCHESTRA -</b> instrumental pupils (Lunchtime)	<b>ROCK BAND</b> instrumental pupils (Lunchtime)	<b>S1/2 MUSIC GROUP</b> (Starting after October holidays) - S1 & S2 Mr McConigal (Lunchtime) <b>GUITAR ENSEMBLE</b> (Lunchtime)	<b>STAFF &amp; PUPIL CHORUS</b> (Starting after October holidays) - All very welcome (Lunchtime)	<b>UKULELE Group</b> (Lunchtime) - (After October holidays)
<b>PHYSICAL EDUCATION</b>		<b>BADMINTON CLUB</b> 2:45 - 4:45 pm (All ages and all abilities) <b>SWIM CLUB</b> (Lunchtime) - All levels, need to register (bring packed lunch)	<b>NETBALL CLUB</b> (After school) 3:40 TO 5:00 PM (S1 - S6)	<b>SWIM CLUB</b> (Lunchtime) - All levels, need to register (bring packed lunch)	
<b>ENGLISH</b>		<b>THE PATRON'S EYE - School Newspaper</b> 1.30 to 2:00 pm (English 1) All abilities welcome, lots of jobs available			
<b>ART</b>		<b>COMIC BOOK CLUB</b> Art 1 (S1 - S6) - Drawing, Animation, Computer Arts, Comics, Graphics etc			
<b>HOME ECONOMICS</b>		<b>CRAYT CLUB</b> (S1 - S3) - Lunchtime			

Other sporting activities such as Football, Fitness for Girls (Miss Fits), Dance Club, Basketball, and Athletics take place at appropriate times throughout the year.

## Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...  
**dundeecity.gov.uk**